

STUDENT OBJECTIVES

- Develop and write clear, concise summaries

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 633
- **Graphic Organizer**, Summarizing, p. 634
- **Practice Worksheets**, Levels A and B, pp. 635–636
- **Reteaching Worksheet**, p. 638

You will also need:

- Transparency: **Teaching Model**, “Becoming a U.S. Citizen”

Teach

1. **Summarizing:** Invite volunteers to give a brief retelling or recap—about one minute long—of a recent TV or film documentary,

- Point out that each of their retellings is a **summary**, a *brief* retelling of the main ideas in a longer work.
- Discuss with students how **summarizing** helps them do research, write reports, understand and recall their reading, and do well on tests.

2. **Teaching Summarizing:** Hand out the **Lesson Summary** and guide students through the **Academic Vocabulary**. Distinguish between a **summary** and a **paraphrase**. Write this mnemonic on the board for students to copy: summary = shorter, simpler. Then explain that:

- A **summary** includes the major points. It is written in your own words. It is always shorter and simpler than the original passage.
- A **paraphrase** includes the main points. It is written in your own words. It may be longer, shorter, or the same length as the original.

Guide students through the **Here's How** steps on the **Lesson Summary**. Ask the following questions:

- What are important qualities of a good summary? (*Sample: short, simple, covers main ideas, has coherence—or holds together, makes sense, is written in your own words.*)
- Why does a good summary include only main ideas or important highlights? (*Sample: It needs to help you learn or remember information. It is useful as a preview or a review. Focusing on a important ideas keeps the summary short and simple.*)

3. **Guided Practice:** Display the transparency **Teaching Model**, “Becoming a U.S. Citizen.” Cover the **Summary** at the bottom. Hand out copies of the **Graphic Organizer**. Use the **Lesson Summary** and the **Organizer** to guide students to write a summary of the document.

SUMMARIZING , CONTINUED

- **Before Reading:** Have students preview the article, including the title, headings, and graphic. Then have them complete the first part of the Graphic Organizer.
- **During Reading:** Have students read the rest of the article, find the main ideas, and complete the second part of the Graphic Organizer.
- **After Reading:** Allow students time to review their notes and circle the key steps. Have students complete the third part of the Graphic Organizer by writing their summary.
- **After Summarizing:** Have students check their work against the checklist and revise. Uncover the sample summary on the **Teaching Model**. Have students compare it with their summaries.

QUICK CHECK. Ask students to briefly summarize the lesson on summarizing. (*Sample: A summary gives a brief retelling—in your own words—of the main ideas of a passage. To summarize you need to focus on main ideas before, during, and after reading. It helps to take notes and circle main ideas. When you write a summary, keep it short and simple.*)

Sample Answers: Graphic Organizer

This article is about: *becoming a U.S. citizen*

Notes for your summary:

- **Who is involved?** *People who want to become U.S. citizens.*
- **What is the main idea?** *There are three steps in the naturalization process.*
- **Where?** *At an authorized U.S. government office*
- **When?** *When you are fully prepared to meet the qualifications*
- **Why?** *To become a U.S. citizen*
- **How?** *File an application, take a naturalization examination, and appear for a court hearing*

Summary: *Students' summaries will vary, but should be similar to the sample on the transparency.*

Practice and Apply

Practice activities for summarizing nonfiction appear on pp. 635–637.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *d* **2.** *a, c* **3.** *a, c* **4.** *Sample: Current city council president Maria Ruiz announced today that she will probably not run for mayor this year, but did not rule out future mayoral bids. Ruiz then introduced the new city budget, which cuts spending by 10% while allocating money to keep the city's libraries open 25 more hours every month and to start an after-school children's program.*

SUMMARIZING , CONTINUED

Sample Answers: Practice Worksheet B

1. *Who? Louis Braille*
What? Invented Braille
When? 1829
Where? France
Why? to help the blind read as easily as sighted people
How? by creating a system of raised dots
2. *Braille revolutionized the way the vision-impaired read.*
3. *Louis Braille was born in 1809 in a small village near Paris. He was blinded in an accident at three. At the Paris Blind School, he found the reading system and books cumbersome and set about inventing a better method. He simplified the French army alphabet code into a system of six dots. Called Braille after its inventor, this system revolutionized the way the vision-impaired read.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer two out of the first three items correctly, and write an acceptable summary.
- **Practice Worksheet B:** Students should be able to answer the questions in item 1, identify the main idea in item 2, and use this information to write a short summary, similar to the sample answer.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the **Here's How** steps using the **Teaching Model**. Practice the **Here's How** steps again by guiding students through the newspaper article in **Practice Worksheet A** or another short nonfiction excerpt. Then have them complete the **Reteaching Worksheet**, p. 638.

Sample Answers: Reteaching Worksheet

1. *School uniforms; Students at her school should wear uniforms*
2. *Marching to the Same Drummer*
3. *Mai Woo*
4. *Valley View Elementary School students should be required to wear school uniforms.*
5. *uniforms save money*
6. *uniforms cut down on clothes competition*
7. *uniforms help make the school safer*
8. *the last one*